

LOCALLY DEVELOPED COURSE OUTLINE

Learning Strategies (2018)15-3

Learning Strategies (2018)15-5

Learning Strategies (2018)25-3

Learning Strategies (2018)25-5

Learning Strategies (2018)35-3

Learning Strategies (2018)35-5

Submitted By:

Red Deer Catholic Regional Division No. 39

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
15-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
25-3	62.50	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
25-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
35-3	62.50	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
35-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10

Course Description

Learning Strategies is a course designed to assist high school students in developing understandings, literacies, skills, and values to be successful learners across all subject areas. This course directly involves students to respond to their needs in respect to their courses of study. In collaboration with teachers, educational assistants, peers and parents, students will explore, deepen and develop, and eventually apply a range of strategies for academic success. Progressively, students gain confidence, realize independence, and apply their strategies to other learning contexts.

While the nature of learning is complex and not always strictly linear, Learning Strategies content progresses in rigor from remembering and comprehending (15 level), to applying and analyzing (25 level), to creating and evaluating (35 level).

Level 15: As students transition to the expectations of high school, they will explore, comprehend, and begin to select for their personal learning strategies toolkits a range of learning strategies with direct instruction and guidance from their learning team.

Level 25: As students work to become independent and strategically learning high school students, they will analyze, strengthen and continue to apply to their personal learning strategies toolkits with increasing confidence.

Level 35: As students prepare to transition to post-secondary and life-long learning, they will innovate and implement learning strategies with increased independence for successful high school completion and assemble their personalized toolkit that will be beneficial in further learning endeavors.

Course Prerequisites

Learning Strategies 15: none

Learning Strategies 25: prerequisite Learning Strategies 15 (3 or 5 credit)

Learning Strategies 35: prerequisite Learning Strategies 25 (3 or 5 credit)

Sequence Introduction (formerly: Philosophy)

The aim of Learning Strategies is to encourage and support student success with their learning.. Learning Strategies facilitates learning situations and conversations that promote self-advocacy and independence. Learning Strategies is designed to augment learning opportunities that support students' pursuit of academic achievement, responsible citizenship and personal well-being. The course sequence is founded on the belief that all students can thrive when provided with learning activities that develop self-advocacy, resiliency, communication skills, problem solving skills, and ethical understandings. It is intended to provide additional support for students to become literate and successful lifelong learners, dedicated to achieving at their highest levels and committed to living well as citizens.

Student Need (formerly: Rationale)

This course is designed to have students develop reflexive praxis and purposefully think about the learning process, their current study habits and how to become a more effective and efficient learner as well as develop skills and strategies to use when facing challenges in their learning. While learning strategies are something students often acquire through instruction in other course work, the Learning Strategies program of studies ensures their development is comprehensive, interdisciplinary, and that each learner develops, revises, and constantly augmented "toolkit" of strategies they effectively utilize for school success.

Learning strategies seeks to encourage students to be ethical, adaptive and resilient consumers of information who have confidence when problem solving and managing their own learning. The personalized, overarching toolkits of learning strategies the students assemble in this course leads to deliberate, efficient, reflective, and curious learning between high school contexts and, at the senior levels, to life-long learning in post-secondary studies, careers, family, and recreational pursuits. Learning Strategies promotes proven cross-curricular strategies for academic success and would be of value to most students. It is an especially useful sequence of classes for students with diverse learning needs.

Learning Strategies studies the learning process as students experience it in all their classes, as its own area of multifaceted inquiry. It helps students appreciate that the strategies and tools they are developing in all learning contexts are not unique to that context but are in fact, effective study tools that can be used in other learning contexts.

Scope and Sequence (formerly: Learner Outcomes)

Learning Strategies consists of the following five topics, each followed by one general outcome, with literacy, numeracy, and career exploration themes imbedded throughout each.

Understanding Self and Others as Learner:

General outcome #1:

Students will develop, revise, and share detailed personalized profiles of how they understand their selves as learners pursuing their highest levels of achievement.

Organization and Management of and Resources (Time, Human & Material):

General outcome #2:

Students will organize and manage resources including time, human, and materials.

Understanding the Learning Process:

General outcome #3:

Students will engage with increasing self-awareness and strategic facility, in the learning process.

Responding to Assessment and Evaluation:

General outcome #4:

Students will respond with increasing facility to assessment and evaluation

Self-Advocacy and Relationship Management in Learning:

General outcome #5:

Students will self-advocate, build resiliency and manage relationships in academic contexts with increasing confidence.

The courses are structured under each the topic and general outcome, indicates the specific outcomes that extend across each course level. There is further elaboration for each specific outcome outlining further breadth and depth as well as the progression between each specific course level

For 5 credits students will complete 100% of the specific outcomes for each general outcome and for 3 credits students will complete at least 60%. Teachers will guide students in emphasizing the most relevant specific outcomes for the personalized learning strategies toolkits they are developing.

Guiding Questions (formerly: General Outcomes)

- 1 Understanding self and other as learner: Students will develop an understanding of learning styles and learning preferences.**
- 2 Understanding self and other as learner: Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students.**
- 3 Understanding self and other as learner: Students will identify, implement and monitor the effectiveness of appropriate accommodations and accessibility strategies for a variety of diverse learning needs.**
- 4 Understanding self and other as learner: Students will apply knowledge of the students as a learner in a group.**
- 5 Understanding self and other as learner: Students will apply knowledge of self as a learner to develop a commitment to life-long learning.**
- 6 Organization and management of resources: Students will develop an understanding of the purpose and importance of organization and management**
- 7 Organization and management of resources: Students will demonstrate the ability to apply organizational and management strategies and skills.**
- 8 Organization and management of resources: Students will understand the importance of time management and demonstrate the ability to manage time wisely.**
- 9 Organization and management of resources: Students will understand and manage a range of resources including human, material, and time.**
- 10 Organization and management of resources: Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities.**
- 11 Understanding the learning process: Students will develop strategies to initiate and maintain their readiness for learning.**
- 12 Understanding the learning process: Students will develop note-taking skills.**
- 13 Understanding the learning process: Students will develop skills and strategies to consolidate and remember information for a variety of purposes.**

14 Responding to assessment and evaluation: Students will become conceptually informed monitors of task criteria and their overall academic progress.

15 Responding to assessment and evaluation: Students will develop skills and strategies for success with test taking.

16 Self-advocacy and relationship management in learning: Students will formulate and assemble an individualized toolkit to build resiliency.

17 Self-advocacy and relationship management in learning: Students will identify, apply and evaluate the effectiveness of self-advocating elements which will ameliorate or enhance their learning.

18 Self-advocacy and relationship management in learning: Students will understand the concept of interconnectedness and importance of the people.

Learning Outcomes (formerly: Specific Outcomes)

1 Understanding self and other as learner: Students will develop an understanding of learning styles and learning preferences.	15-3 15-5 25-3 25-5 35-3 35-5
1.1 Recognize that there are a variety of learning styles, such as: (a) concrete vs. abstract and sequential vs. random; (b) holistic (big picture) vs. analytic (details); (c) verbal (language-based) vs. visual (imagery-based)	X X
1.2 Recognize that people have a variety of learning preferences then explore and describe their personal preferences from various aspects of learning preferences areas, such as: (a) sensory modality (auditory, visual, tactile/kinesthetic) for inputting, consolidating and demonstrating learning; (b) amount and type of sound in the environment; (c) visual conditions in the environment (lighting, visual displays, visible movement); (d) duration of work periods (longer, intense segments vs. shorter, more frequent segments); (e) time of day and levels of alertness	X X
1.3 Identify the qualities of a variety of environments in which learning occurs, such as: (a) large group classes; (b) small groups; (c) one-on-one; (d) independently; (e) on-line; (f) teacher directed; (g) learning commons	X X
1.4 Analyze specific qualities of one's personal learning style, and how this compares with the learning styles of others, in areas such as: (a) concrete vs. abstract and sequential vs. random; (b) holistic (big picture) vs. analytic (details); (c) verbal (language-based) vs. visual (imagery-based)	X X
1.5 Explore more complicated aspects of learning preferences and Identify specific personal learning preferences, and contrast/compare theirs with the learning preferences of others, such as: (a) Gardiner's 9 intelligences; (b) Sternberg triarchic intelligences: analytical, creative, and practical; (c) Introvert / extrovert / ambivert social orientation and implications for working alone, working with a partner, working in groups, and social interaction at school	X X

1.6 Analyze a variety of learning environments and what contributes to successful learning in environments such as: (a) large group lectures; (b) study groups; (c) tutor / mentor; (d) self-directed; (e) on-line forums; (f) learning commons; (g) multi-media	X X
1.7 Evaluate one's personal learning style in a variety of contexts and construct actionable strategies to facilitate learning success.	X X
1.8 Appraise and communicate clearly about individual personal learning preferences in a variety of contexts and formulate a study plan that incorporates what one understands about their learning preferences and the impact on one's learning.	X X
1.9 Independently evaluate a variety of learning environments for which ones are most effective for their personal learning and which they find most challenging and then formulate a plan for how they can be most success in those environments.	X X

2 Understanding self and other as learner: Students will gain an understanding of which equity and accessibility considerations support their personal diversity as learners as well as the diversity of other students.	15-3 15-5 25-3 25-5 35-3 35-5
2.1 Recognize and appreciate that individuals differ in their learning profiles in a variety of ways, such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.2 Recognize personal barriers to learning and explain resources that are available to address these barriers.	X X
2.3 Identify and explore various aspects of a learner's profile and illustrate how it applies to their own profile including aspects such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.4 Recognize the difference between equality and equity as it relates to diverse learners.	X X
2.5 Recognize historical and contemporary discourses surrounding accessibility, such as: (a) ableism; (b) cultural biases; (c) socioeconomic inequality; (d) gender discrimination; (e) first language	X X

2.6 Explore and demonstrate acceptance and appreciation of individual differences in learning, such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.7 Describe personal barriers to learning and analyze resources available to address these barriers to determine and understand the benefits and pitfalls of each one.	X X
2.8 Describe their own learner profile and distinguish how it is unique and different from other learners in areas such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.9 Explain the difference between equality and equity as it relates to diverse learners.	X X
2.10 Explain historical and contemporary discourses that limit accessibility and the ways learning institutions are striving to value diversity and inclusion around topics such as: (a) ableism; (b) cultural biases; (c) socioeconomic inequality; (d) gender discrimination; (e) first language	X X
2.11 Demonstrate acceptance and appreciation of individual differences in learning, such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.12 Investigate and explain personal barriers to learning and formulate detailed plans for accessing support and resources for both high school completion and learning contexts after high school.	X X
2.13 Communicate clearly to others about their own learner profile and formulate a study process that considers aspects such as: (a) strengths; (b) challenges; (c) interests; (d) affinities; (e) experiences	X X
2.14 Evaluate learning conditions in educational settings through the lens of equity.	X X
2.15 Evaluate historical and contemporary discourses that limit accessibility and the movement towards inclusion then consider aspects that impacted their learning positively and negatively, such as: (a) ableism; (b) cultural biases; (c) socioeconomic inequality; (d) gender discrimination; (e) first language	X X

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3 Understanding self and other as learner: Students will identify, implement and monitor the effectiveness of appropriate accommodations and accessibility strategies for a variety of diverse learning needs.	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Recognize the concept of Universal Design for Learning and the range of considerations (including accommodations) to make learning accessible for themselves and all students.	X X
3.2 Recognize the conditions and strategies that provide for their most accessible forms of learning and highest level of achievement.	X X
3.3 Explore ways in which personal strengths and affinities can support learning, such as: (a) recognize where alternatives exist; (b) how to select assignments in curriculum subject areas to utilize strengths and affinities	X X
3.4 Explain the concept of Universal Design for Learning and describe the benefits regarding the range of considerations (including accommodations) to make learning accessible for themselves and all students.	X X
3.5 Explain the conditions and strategies that provide for their most accessible forms of learning and highest level of achievement and why they are most effective.	X X
3.6 Identify specific ways in which personal strengths and affinities support learning.	X X
3.7 Evaluate learning contexts for accessibility via a Universal Design for Learning lens and select the most appropriate considerations (including accommodations) to make learning accessible for themselves and all students.	X X
3.8 Continually evaluate and revise personalized toolkits to achieve their most accessible forms of learning and highest levels of achievement.	X X
3.9 Implement specific ways in which personal strengths and affinities support learning and monitor for effectiveness.	X X

4 Understanding self and other as learner: Students will apply knowledge of the students as a learner in a group.	15-3 15-5 25-3 25-5 35-3 35-5
4.1 Recognize and respect differences between individual and group learning contexts.	X X

4.2 Comprehend and demonstrate an understanding and concern for the viewpoints of others.	X X
4.3 Recognize an effective working group may involve a variety of individual roles.	X X
4.4 Identify and explain strategies that enhance the effectiveness of learning within a group context.	X X
4.5 Demonstrate and apply an understanding of various roles within a group.	X X
4.6 Identify their preferred role in a group, demonstrating flexibility by being able to adjust their role as required in specific groups.	X X
4.7 Play a variety of roles within a group.	X X
4.8 Implement and analyze effectiveness of strategies used in group learning.	X X
4.9 Exhibit an understanding of various roles within a group.	X X
4.10 Identify their preferred role in a group and demonstrate independence through actively involving themselves in group learning situations.	X X
4.11 Independently demonstrate flexibility by being able to play and / or transition between a variety of roles within a group and supporting others' efforts in a positive way.	X X
4.12 Independently construct, implement and evaluate the effectiveness of strategies used in group learning.	X X

5 Understanding self and other as learner: Students will apply knowledge of self as a learner to develop a commitment to life-long learning.	15-3 15-5 25-3 25-5 35-3 35-5
5.1 Identify and explore possible post-secondary and/or career paths which intrigue them as possible personal future directions by considering personal qualities, such as: (a) learning styles; (b) preferences; (c) strengths; (d) affinities	X X
5.2 Identify and explain sources of learning within the community, such as: (a) institutions; (b) agencies; (c) interest groups; (d) service groups	X X

<p>5.3 Identify and explain elements of a life-long learner, such as: (a) curiosity; (b) persistence; (c) striving for accuracy; (d) questioning; (e) withholding judgment; (f) flexibility; (g) willingness to learn interdependently; (h) applying past knowledge; (i) thinking about one's own thinking; (j) remaining open to continuous learning</p>	<p>X X</p>
<p>5.4 Explore opportunities to gain life experience and analyze ones that would best suit them in obtaining skills and knowledge that would help them prepare for transition to post-secondary and/or career path, such as: (a) high school courses; (b) extra curricular activities; (c) volunteering; (d) part time employment; (e) leisure pursuits</p>	<p>X X</p>
<p>5.5 Explore opportunities to extend their learning from sources within their community, such as: (a) institutions; (b) agencies; (c) interest groups; (d) service groups</p>	<p>X X</p>
<p>5.6 Analyze their own learner qualities in comparison to various elements of life-long learning and work to extend their understanding, such as: (a) curiosity; (b) persistence; (c) striving for accuracy; (d) questioning; (e) withholding judgment; (f) flexibility; (g) willingness to learn interdependently; (h) applying past knowledge; (i) thinking about one's own thinking; (j) remaining open to continuous learning</p>	<p>X X</p>
<p>5.7 Evaluate their own readiness for transition from high school and create a plan to develop skills they determine as necessary to facilitate their successful transition from high school: (a) job finding skills; (b) interview & resume skills; (c) basic jobs skills; (d) career exploration; (e) post-secondary explorations; (f) post-secondary study skills; (g) volunteer opportunities; (h) continuing education courses</p>	<p>X X</p>
<p>5.8 Evaluate sources for learning in the community such as: (a) institutions; (b) agencies; (c) interest groups; (d) service groups</p>	<p>X X</p>
<p>5.9 Evaluate the effectiveness of their own life-long learner qualities and formulate a plan to increase effectiveness of specific elements, such as: (a) curiosity; (b) persistence; (c) striving for accuracy; (d) questioning; (e) withholding judgment; (f) flexibility; (g) willingness to learn interdependently; (h) applying past knowledge; (i) thinking about one's own thinking; (j) remaining open to continuous learning; (k) willing to mentor others</p>	<p>X X</p>

6 Organization and management of resources: Students will develop an understanding of the purpose and importance of organization and management	15-3 15-5 25-3 25-5 35-3 35-5
6.1 Identify attributes of organizing for learning such as: (a) time; (b) sequencing tasks; (c) goal setting; (d) setting priorities; (e) managing resources	X X
6.2 Identify the benefits of good organization and management and consequences of poor organization and management.	X X
6.3 Understand the importance of establishing priorities for academic and personal needs.	X X
6.4 Apply and demonstrate competency with a range of personal organizational systems for learning.	X X
6.5 Consider the pros and cons of various levels of organization, tools and strategies and the impact they have on learning.	X X
6.6 Analyze the impact organization has on the perception that others have of a person.	X X
6.7 Create a plan that identifies their most effective personal organizational systems for learning and details how this will be utilized in various learning situations.	X X
6.8 Evaluate their own level of organization and formulate strategies to effectively address challenges and strengths of their personal level of organization across various contexts.	X X
6.9 Assemble a protocol that authentically reflects priorities for academic and personal needs.	X X

7 Organization and management of resources: Students will demonstrate the ability to apply organizational and management strategies and skills.	15-3 15-5 25-3 25-5 35-3 35-5
7.1 Identify strengths and limitations of current personal organization strategies.	X X
7.2 Define and use strategies to organize assignments including deadlines, method of evaluation, and format of resources.	X X

7.3 Define and recognize personal responses to stress that stem from organizational and management difficulties.	X X
7.4 Comprehend and reassess strengths and limitations of current personal organization.	X X
7.5 Apply organizational and management strategies/skills to new settings and situations including home, work, leisure, and community.	X X
7.6 Analyze and differentiate personal responses to stress that stem from organizational and management difficulties.	X X
7.7 Independently apply, and reflect upon the effectiveness of, organizational and management strategies/skills as applied to new settings and situations including home, work, leisure, and community.	X X
7.8 Implement, evaluate and modify a personal action plan to address stress that stems from organizational and management difficulties.	X X
7.9 Evaluate and reformulate personal responses to stress that stem from organizational and management difficulties.	X X

8 Organization and management of resources: Students will understand the importance of time management and demonstrate the ability to manage time wisely.	15-3 15-5 25-3 25-5 35-3 35-5
8.1 Identify efficient and inefficient uses of time and their short-term and long-term impact on learning, such as: (a) identify distractions; (b) recognize procrastination; (c) recognize perfectionism (d) monitor motivation	X X
8.2 Define and explore various strategies to allocate time on a daily, weekly, monthly, and semester basis.	X X
8.3 Analyze and apply a variety of strategies to cope issues that negatively impact learning, such as: (a) managing distractions; (b) addressing procrastination; (c) addressing perfectionism; (d) developing motivation	X X
8.4 Apply various strategies and tools to address their own time management needs and analyze the impact they have on their time use and make modifications as necessary.	X X

8.5 Evaluate personal study habits to determine issues that negatively impact their learning and assemble a protocol to ameliorate deleterious consequences.	X	X
8.6 Independently monitor and evaluate time use and make constructive modifications as necessary.	X	X

9 Organization and management of resources: Students will understand and manage a range of resources including human, material, and time.	15-3	15-5	25-3	25-5	35-3	35-5
9.1 Identify and explain the role of various people that make up their learning support team and how each member can support their learning.	X	X				
9.2 Describe and define material resources required to be successful in a learning task and available within their school community to support their learning.	X	X				
9.3 Develop an awareness of time resources required to be successful in a learning task.	X	X				
9.4 Demonstrate confidence and independence in accessing human and resources both in and out of the school setting.			X	X		
9.5 Access and apply, with guided support a variety of material resources both in and out of the school setting while analyzing the overall effectiveness.			X	X		
9.6 Access and effectively utilize time resources required to be successful in a learning task.			X	X		
9.7 Create a protocol that can be applied confidently and independently, to access human resources, and extend beyond the school setting.					X	X
9.8 Design a plan on how to most effectively access material resources both in and out of the school setting, then confidently and independently implement the plan, evaluate its effectiveness and modify to adjust issues.					X	X
9.9 Actively evaluate time resources required to be successful in a learning task and reformulate protocols and strategies to suit individual need.					X	X

10 Organization and management of resources: Students will demonstrate the ability to set goals and to establish, implement, monitor, evaluate and revise a plan of action and set priorities.	15-3	15-5	25-3	25-5	35-3	35-5
10.1 Demonstrate an understanding of the processes involved in goal-setting, problem-solving and decision making, such as: (a) SMART goals; (b) steps in problem-solving; (c) decision making models	X	X				
10.2 Develop and evaluate the processes one uses for short term and long-term goal setting, problem-solving and for decision making.	X	X				
10.3 Recognize constraints and alternatives in the goal-setting, problem-solving and decision-making processes.	X	X				
10.4 Identify criteria to determine growth in goal-setting, problem-solving and decision making.	X	X				
10.5 Analyze, modify and extend the processes used for setting short and long-term goals, problem-solving and for decision making.			X	X		
10.6 Apply goal setting, problem-solving and decision-making processes in a variety of situations including home, work, leisure, and community.			X	X		
10.7 Reassess and modify one's personal criteria for growth in goal-setting, problem-solving and decision-making.			X	X		
10.8 Develop personal criteria to determine growth in goal-setting, problem-solving and decision making.			X	X		
10.9 Independently appraise, modify and extend the processes used for setting short and long-term goals, problem-solving and for decision making for addressing personal issues.					X	X
10.10 Independently implement goal setting, problem-solving and decision making in a variety of situations including home, work, leisure, and community.					X	X
10.11 Independently apply, monitor, and modify one's personal criteria for growth in goal-setting, problem-solving and decision-making.					X	X
10.12 Evaluate personal criteria to determine growth in goal-setting, problem-solving and decision making and extend beyond the school setting.					X	X

11 Understanding the learning process: Students will develop strategies to initiate and maintain their readiness for learning.	15-3 15-5 25-3 25-5 35-3 35-5
11.1 Recognize and explore a variety of techniques to monitor mental and physical readiness to learn before and during engaging in learning strategies content.	X X
11.2 Recognize and explore a variety of anticipatory techniques for learning across academic contexts, such as: (a) engaging prior knowledge; (b) questioning; (c) reflecting on interest; (d) making predictions; (e) setting a purpose	X X
11.3 Recognize and trial mindfulness meditation and/or other calming techniques as a means of preparing for learning via exposure to a variety of mindfulness resources.	X X
11.4 Recognize and explore techniques for positive intrapersonal communication such as: (a) affirmations; (b) positive self-talk (c) learned optimism; (d) gratitude	X X
11.5 Select and apply technique to monitor physical and mental readiness to learn before and during engaging in learning strategies content that they feel are most effective and explain the impact on their learning.	X X
11.6 Identify and apply anticipatory techniques that they believe are most effective in support their own learning across academic contexts, such as: (a) engaging prior knowledge; (b) questioning; (c) reflecting on interest; (d) making predictions; (e) setting a purpose	X X
11.7 Select and apply a preferred form of mindfulness and/or other calming technique and attempt to incorporate it in to their daily life to maintain balance.	X X
11.8 Select and demonstrably use selected positive intrapersonal communication, such as: (a) affirmations; (b) positive self-talk (c) learned optimism; (d) gratitude	X X
11.9 Formulate a plan to implement techniques to monitor physical and mental readiness throughout the day across a variety of learning contexts and evaluate their effectiveness.	X X

11.10 Develop a plan to use anticipatory techniques for learning throughout the day and over a variety of learning spaces and consistently monitor their effectiveness, adjusting the plan accordingly.	X	X
11.11 Develop, explain and demonstrate a mindfulness meditation and/or calming technique that they find effective.	X	X
11.12 Develop a plan to use positive intrapersonal communication throughout the day and over a variety of learning spaces.	X	X

12 Understanding the learning process: Students will develop note-taking skills.	15-3	15-5	25-3	25-5	35-3	35-5
12.1 Describe and explain various purposes for making notes, such as: (a) focus attention; (b) personalize information; (c) capture information; (d) connect new learning with previous knowledge; (e) clarify information; (f) organize information; (g) support retention; (h) prompt and support further inquiry	X	X				
12.2 Develop strategies used to make notes, such as: (a) date/number page; (b) use of point form, not full sentences; (c) use of abbreviations; (d) key words and phrases; (e) leaving sufficient space to reorganize and add on; (f) use of colored pens or highlighters to emphasize key ideas, titles, definitions, etc.; (g) visuals	X	X				
12.3 Identify academic area or greatest need for academic skill development (reading comprehension, writing, basic math skills, vocabulary, background knowledge) and research and trial resources to develop this skill.	X	X				
12.4 Identify personal note making strategies and evaluate if they meet the purpose for note-taking: (a) personalize material; (b) select important information and condense material; (c) outline the structure and organization of information; (d) indicate key concepts and vocabulary			X	X		
12.5 Expand awareness to include several additional note-making techniques, such as: (a) two column notes with study questions, visuals and/or key words (Cornell System); (b) Venn Diagrams for comparing topics; (c) incorporating a timeline along which to anchor a sequence; (d) 3-D graphic organizers; (e) concept mapping; (f) use of technologies			X	X		

12.6 With support, initiate a plan of skill development in academic area of greatest need using previously researched resources.	X X
12.7 Create effective notes with personally identified preferred styles and effectively use notes to support learning in academic contexts.	X X
12.8 Sharpen and apply efficient note making techniques across a variety of media for the purposes of acquiring and clarifying information: (a) lecture; (b) textbook; (c) multimedia presentation; (d) Vertical Line Notes	X X
12.9 Develop skill in area of greatest academic need using a variety of resources and with increasing independence.	X X

13 Understanding the learning process: Students will develop skills and strategies to consolidate and remember information for a variety of purposes.	15-3 15-5 25-3 25-5 35-3 35-5
13.1 Develop an understanding and appreciation for study skills and their benefits.	X X
13.2 Identify and explore strategies for effective study such as: (a) daily review; (b) highlighting or underlining key words, phrases, titles and subtitles; (c) using colored pens or highlighters to organize information; (d) reading aloud; (e) re-writing or typing notes on word processor; (f) listening to text read out loud using text-to-speech software; (g) highlighting words and phrases; (h)over practicing concepts; (i) showing formulas, showing all steps; (j) study cards; (k) questions and answers	X X
13.3 Recognize the neurological process of memory and begin to consider its implications for memory tasks at school.	X X
13.4 Select, explore and evaluate several new memory techniques.	X X
13.5 Identify underlying components of a good study system.	X X

13.6 Extend repertoire of study strategies, incorporating knowledge of one's learner profile (learning styles and preferences, strengths, challenges, affinities, etc.) by selecting, trialing and evaluating new techniques: (a) questioning and self-talk; (b) graphic organizers; (c) audio recording; (d) technology tools; (e) creating and using study tools; (f) mind mapping; (g) writing in margins; (h) consolidate information by creating and reviewing study questions	X X
13.7 Explain and apply the neurological process of memory and reflect on its implications in schooling.	X X
13.8 Extend repertoire of memory techniques by selecting, trialing and evaluating new techniques.	X X
13.9 Independently evaluate their personal study system and formulate ways to improve its effectiveness.	X X
13.10 Independently extend and apply a repertoire of effective study strategies to increase effectiveness in a variety of learning context: (a) working with a study partner or study group investigate personal memory strengths and challenges; (b) consolidate information by transferring it into a different modality	X X
13.11 Create a memory strategy and demonstrate how to apply it to an academic task involving memorization that incorporates an instructed strategy and an understanding of the neurological process of memory.	X X
13.12 Independently identify, and be able to effectively communicate, areas of weakness and strength and make appropriate adjustments to a personal study planning system.	X X

14 Responding to assessment and evaluation: Students will become conceptually informed monitors of task criteria and their overall academic progress.	15-3 15-5 25-3 25-5 35-3 35-5
14.1 Recognize and be able to define a variety of overarching concepts related to assessment and evaluation in school contexts such as formative and summative assessment, rubric, accommodation, choice, criteria, pre and post testing, diagnostic testing, and reassessment.	X X

14.2 Develop an awareness of criteria frequently used to assess various types of learning products, such as: (a) oral demonstrations; (b) written products; (c) graphic products; (d) multi-media; (e) enacted products; (f) technology-based products; (g) audio recordings; (h) video presentations; (i) performance assessments; (j) portfolios; (k) group products	X X
14.3 Demonstrate comprehension of marking schemes, task weightings, grades / class webpage software and begin track progress of assessment in all classes.	X X
14.4 Discuss the assessment emphasis and their plans to respond successfully to this emphasis in one or more of their courses with a demonstrable comprehension of overarching assessment and evaluation concepts.	X X
14.5 Develop, with assistance, and implement a plan to continually meet criteria on a variety of course assessments (including making strategic choices on multi-option tasks).	X X
14.6 With assistance, track achievement results in all classes.	X X
14.7 Compare the assessment foci and their plans to respond successfully to these foci in two or more of their courses with a demonstrable comprehension of overarching assessment and evaluation concepts.	X X
14.8 With increasing independence, Implement, monitor, and continually renew and revise a plan to succeed on course assessments (including making strategic choices on multi-option tasks), monitoring and adjusting this as needed.	X X
14.9 Independently and effectively track achievement results in all classes.	X X

15 Responding to assessment and evaluation: Students will develop skills and strategies for success with test taking.	15-3 15-5 25-3 25-5 35-3 35-5
15.1 Recognize the symptoms and positive and negative impact of anxiety on test-taking.	X X
15.2 Develop awareness of, select, trial and evaluate several additional strategies to cope with test anxiety, such as: (a) breathing techniques; (b) visualization; (c) physical activity; (d) avoiding peers prior to exam; (e) being prepared	X X

15.3 Develop awareness of skills helpful in managing evaluation and test-taking such as to: (a) bring appropriate materials and resources; (b) preview the format; (c) consider weighting of marks; (d) determine order of response; (e) allocate time; (f) review responses	X	X
15.4 Develop awareness of, select, trial and evaluate test-taking strategies appropriate for various types of testing such as: (a) multiple choice; (b) true/false; (c) cloze; (d) short answer; (e) essay; (f) matching; (g) open book; (h) combined formats	X	X
15.5 Define the concept of academic accommodation, identify several accommodations and how they support a level playing field, and articulate a process for applying for accommodations.	X	X
15.6 Develop a plan to monitor emotions during test taking.		X X
15.7 Identify strengths and limitations of current anxiety reduction strategies and tend, apply and refine repertoire of strategies to reduce test anxiety.		X X
15.8 Develop and apply a personal system to manage evaluation and test-taking which includes all the following: (a) bring appropriate materials and resources; (b) preview the format; (c) consider weighting of marks; (d) determine order of response; (e) allocate time; (f) review responses		X X
15.9 Extend and refine repertoire of test-taking strategies appropriate for various types of testing such as: (a) multiple choice; (b) true/false; (c) cloze; (d) short answer; (e) essay; (f) matching; (g) open book; (h) combined formats		X X
15.10 Implement, assess the effectiveness of, and refine accommodations provided for test taking.		X X
15.11 Independently monitor emotions during test taking.		X X
15.12 Independently apply and continually evaluate personal anxiety reduction strategies.		X X
15.13 Apply and communicate clearly to others a personal system to manage evaluation and test-taking which includes all the following: (a) bring appropriate materials and resources; (b) preview the format; (c) consider weighting of marks; (d) determine order of response; (e) allocate time; (f) review responses		X X

15.14 Independently apply and continually evaluate strategies for responding to various types of testing.	X X
15.15 Apply and communicate clearly to other accommodations provided for test taking.	X X

16 Self-advocacy and relationship management in learning: Students will formulate and assemble an individualized toolkit to build resiliency.	15-3 15-5 25-3 25-5 35-3 35-5
16.1 Recognize and define key aspects of resiliency and the associated process of adapting to various forms of adversity and stress. Essential elements should include: (a) understanding strong feelings and impulses and learning strategies to manage them; (b) positive attitude; (c) optimism; (d) the ability to regulate emotions; (e) the ability to see failure as a form of helpful feedback	X X
16.2 Prepare an action plan to overcome problems and barriers and include consideration of possible consequences. Recognize barriers and develop a plan, with assistance. Includes a basic and pragmatic plan development containing step-by-step procedures along with likely outcomes.	X X
16.3 Develop confidence and competence in communicating a plan by rehearsing through self-talk, writing, practice in an academic setting, discussion, and other means. (a) define and understand the elements that comprise positive self-image and recognizing personal strengths and abilities; (b) develop personal communication and problem-solving skill set.	X X
16.4 Develop an awareness of available supports, beyond caring family members and friends, and how these supports function and can assist you: (a) mental health professionals such as a psychologist; (b) community based support groups; (c) books and other publications; (d) online resources	X X
16.5 Analyze, modify and extend understandings of resiliency and the associated process of adapting to various forms of adversity and stress. Key aspects and elements should include: (a) analyzing strategies used to manage strong feelings and impulses; (b) positive attitude; (c) optimism; (d) the ability to regulate emotions; (e) the ability to see failure as a form of helpful feedback	X X

<p>16.6 Create and analyze an action plan considering existing barriers and consequences. Consider possible barriers and develop a plan. Includes a reasoned and practical plan development containing detailed sequential implementation with several possible consequences.</p>	<p>X X</p>
<p>16.7 Extend existing confidence and competence in communicating a plan by rehearsing through self-talk, writing, practice in an academic setting, discussion, and other means (a) build upon your positive self-image and analyze personal strengths and abilities; (b) analyze personal communication and problem-solving skill set and implement constructive and measured adjustments</p>	<p>X X</p>
<p>16.8 Demonstrate an ability to access support, beyond caring family members and friends, and analyze which supports are most effective and appropriate based on personal circumstances and specific situations: (a) mental health professionals such as a psychologist; (b) community based support groups; (c) books and other publications; (d) online resources</p>	<p>X X</p>
<p>16.9 Independently evaluate the underpinning elements of resiliency and extend analysis beyond the school setting. Elements should include: (a) evaluating and improving strategies used to manage strong feelings and impulses positive attitude; (b) optimism; (c) the ability to regulate emotions; (d) the ability to see failure as a form of helpful feedback</p>	<p>X X</p>
<p>16.10 Formulate and evaluate an action plan considering existing barriers and consequences. Independently consider probable barriers and develop a plan. Includes an advanced and prudent plan development and sequential implementation containing probable consequences and corresponding counter-actions.</p>	<p>X X</p>

<p>16.11 Evaluate the effectiveness of communicating a plan while by rehearsing through self-talk, writing, practice outside an academic setting, discussion, and other means. Independently extend communicating a plan beyond the school setting and reflex upon core concepts of self. (a) continue to construct a positive self-image and recognizing personal strengths and abilities while considering how time and can impact the understanding the self (ontology and the construction of self and reality); (b) evaluate one's communication and problem-solving skill set and adjust/improve as necessary</p>	<p>X X</p>
<p>16.12 Independently access support, beyond caring family members and friends, and evaluate which supports are most effective and appropriate based on personal circumstances and specific situations: (a) mental health professionals such as a psychologist; (b) community based support groups; (c) books and other publications; (d) online resources</p>	<p>X X</p>

<p>17 Self-advocacy and relationship management in learning: Students will identify, apply and evaluate the effectiveness of self-advocating elements which will ameliorate or enhance their learning.</p>	<p>15-3 15-5 25-3 25-5 35-3 35-5</p>
<p>17.1 Recognize and describe key aspects of self-advocacy and its importance such as: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences</p>	<p>X X</p>
<p>17.2 Recognize and describe methods to request information, assistance, and accommodations that ensures their voice is heard by various members of their educational team, such as: (a) teachers; (b) support staff; (c) counselors; (d) administrators; (e) peers; (f) parents</p>	<p>X X</p>
<p>17.3 Recognize and describe personal rights and understand how these can impact learning, such as: (a) personal rights; (b) human rights; (c) educational rights</p>	<p>X X</p>
<p>17.4 Recognize and describe key elements of effective communication and why these elements are important to successfully communicating their needs, such as: (a) creating clear and specific questions; (b) building rapport and trust; (c) respecting different opinions and ideas; (d) understanding body language; (e) assertiveness</p>	<p>X X</p>

17.5 Analyze, modify and extend in practice understandings and application of key aspects in self-advocacy such as: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences	X X
17.6 Analyze, modify and extend in practice how they request information, assistance, and accommodations that ensures their voice is heard by various members of their educational team, such as: (a) teachers; (b) support staff; (c) counselors; (d) administrators; (e) peers; (f) parents	X X
17.7 Analyze, modify and extend understandings and assertion of their rights within an educational setting, such as: (a) personal rights; (b) human rights; (c) educational rights	X X
17.8 Practice and perform in hypothetical and real-life application effective communication elements with classmates and instructional staff in academic settings and reflect on their communicative efficacy, such as: (a) creating clear and specific questions; (b) building rapport and trust; (c) respecting different opinions and ideas; (d) understanding body language; (e) assertiveness	X X
17.9 Independently evaluate current levels of success with key aspects of self-advocacy and formulate a plan of how to improve in one or more of the key aspects: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences	X X
17.10 Independently evaluate their current level of success in their ability to request information, assistance, and accommodations that ensures their voice is heard by various members of their educational team, such as: (a) teachers; (b) support staff; (c) counselors; (d) administrators; (e) peers; (f) parents	X X
17.11 Investigate and evaluate how one's individual rights intersect with hegemony beyond the educational setting, such as: (a) personal rights; (b) human rights; (c) educational rights	X X

17.12 Create a product, including scenarios, to advise student about effective elements communication in academic settings, such as: (a) creating clear and specific questions; (b) building rapport and trust; (c) respecting different opinions and ideas; (d) understanding body language; (e) assertiveness	X X
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18 Self-advocacy and relationship management in learning: Students will understand the concept of interconnectedness and importance of the people.	15-3 15-5 25-3 25-5 35-3 35-5
18.1 Recognize and describe key aspects of self-advocacy and its importance such as: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences	X X
18.2 Recognize the positive implications associated with seeking feedback from trusted others. (a) criteria of responsible and trustworthy individuals; (b) identifying negative interpersonal associations; (c) decoding constructive criticism and evaluation	X X
18.3 Develop and understanding of how the degree of interconnected impacts the individual (positively & negatively). Specifically, the interconnection between oneself and: (a) society; (b) social systems; (c) healthcare; (d) family	X X
18.4 Recognize various ways to self-reinforce success and realize that mistakes are an acceptable part of learning including concepts such as: (a) persistence; (b) Growth vs Fixed mindset; (c) the importance of process and growth rather than success/failure	X X
18.5 Analyze, modify and extend in practice their understandings and application of key aspects in self-advocacy such as: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences	X X
18.6 Demonstrate sensitivity and discernment in response to feedback from others and make subsequent considered adjustments. (a) criteria of responsible and trustworthy individuals; (b) identifying negative interpersonal associations; (c) decoding constructive criticism and evaluation	X X

<p>18.7 Analyze the complexity and the degree to which interconnectivity impacts the individual. Specifically, the interconnection between oneself and: (a) society; (b) social systems; (c) healthcare; (d) family</p>	<p>X X</p>
<p>18.8 Demonstrate ways to self-reinforce success and recognize that mistakes are an acceptable part of learning including concepts such as: (a) persistence; (b) Growth vs Fixed mindset; (c) the importance of process and growth rather than success/failure</p>	<p>X X</p>
<p>18.9 Independently evaluate their current level of success with key aspects of self-advocacy and formulate a plan of how to improve in one or more of the key aspects: (a) self-awareness; (b) communication skills; (c) understanding your rights; (d) problem-solving; (e) self-confidence; (f) willingness to take risks and learn from consequences</p>	<p>X X</p>
<p>18.10 Evaluate one's own sensitivity and discernment in response to feedback from others and make subsequent considered adjustments. Examine the elements below through a historiographic and/or philosophical lens: (a) criteria of responsible and trustworthy individuals; (b) identifying negative interpersonal associations; (c) decoding constructive criticism and evaluation</p>	<p>X X</p>
<p>18.11 Evaluate the complexity and the degree to which interconnectivity impacts the individual. Specifically, the historiographic and philosophic development of the self as it relates to: (a) society; (b) social systems; (c) healthcare; (d) family</p>	<p>X X</p>
<p>18.12 Evaluate one's individual effectiveness regarding self-reinforce towards success and analyze how mistakes are an acceptable part of learning. Extend beyond an academic setting including concepts such as: (a) persistence; (b) Growth vs Fixed mindset; (c) the importance of process and growth rather than success/failure</p>	<p>X X</p>

Facilities or Equipment

Facility

There are no special facilities required for this course which gives teachers flexibility to use the facilities available at their school.

Facilities:

Equipment

There is no specific equipment required for this course which gives teachers flexibility to use the equipment available at to them.

Learning and Teaching Resources

Teachers may select a variety of print and on-line resources to support Learning Strategies Outcomes. A list of suggested resources will be provided in the Learning Strategies manual which is being drafted by the district's Learning Strategies teachers. With the rate of research in concepts such as emotional intelligence, positive psychology, mental health, and learning science it is likely that resource selections will change frequently. Learning resources must meet the Guidelines for Recognizing Diversity and Promoting Respect.

Sensitive or Controversial Content

Learning Strategies involves topics involving barriers that may impede the students' ability to thrive and succeed and how student can self-advocate to overcome these barriers. While discussion of these topics is potentially personally sensitive to some students, the topics will be addressed tactfully and through affirming interpretive lenses such as resiliency, rights, relationships, and growth.

Discussion of topics such as external barriers to learning and rights as a learner may also touch on "Controversial Issues", which can be defined as topics that are publicly sensitive and upon which there is no broad consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. If this occurs, such conversations will be conducted inclusively, respectfully, and explicitly addressed as an opportunity for guided practice of outcomes of the course including understandings others as learners, valuing differences, growth mindset, and effective communication. Sensitive or controversial issues that may arise from course content will be dealt with in accordance with the Controversial Issues section of the Guide to Education and RDCRD #39 Administrative Procedure 103 – Safe and Caring Learning Environments for Students will be adhered to.

Issue Management Strategy

Health and Safety

There are norisks or hazards specifically inherent to this curriculum.

Risk Management Strategy

Risk Management issues are not foreseen. Administrative Procedure 113 – Occupational Health and Safety and 342 – Field Trips and Other Curricular Activities will be adhered to.

Statement of Overlap with Existing Programs

There is no other course currently being offered that overlaps with the curricular outcomes of the Learning Strategies course. While enrolled students may engage in learning activities that have similarities to tasks in other academic classes, these tasks will always be in pursuit of completing specific and unique Learning Strategies outcomes.

Student Assessment

Assessment entails a broad-based collection of evidence which demonstrates a deeper understanding of self as a learner, application of specific strategies and connection to personalized goals. Assessment specific to Learning Strategies Outcomes may be developed depending on individual and classroom profile needs. Assessment may include, but is not limited to, surveys, oral and/or written self-reflection, classroom teacher feedback/observation, quizzes and/or projects.

Learning Strategies makes provisions for consistent use of accommodations to support fair assessment.

Course Approval Implementation and Evaluation

This course will be monitored and evaluated by:

The respective administration of the school, the teacher of the course and the Associate Superintendent of Inclusion.

The course will be regularly monitored and evaluated to determine alignment with the course, intended outcomes, learning needs and student success.

